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AUTHOR Wilde, Cindy
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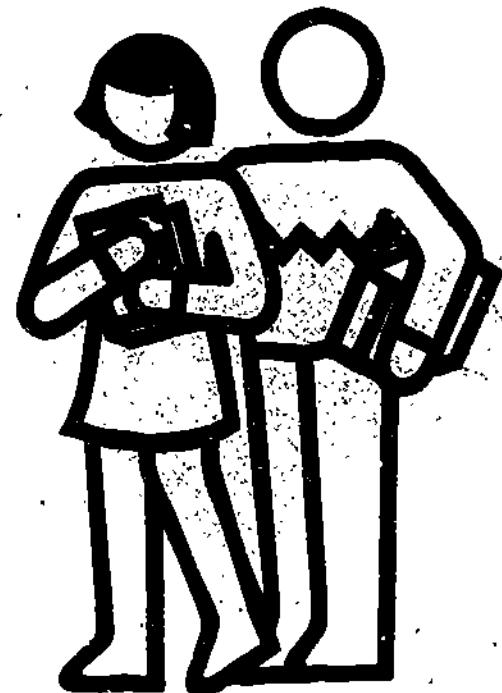
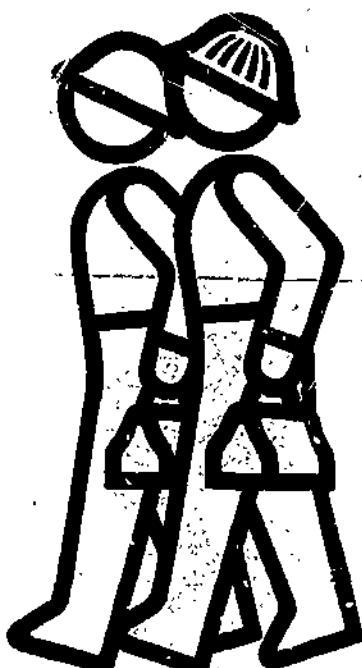
ABSTRACT

This monograph offers a process model developed by the Fremont Union High School District (California) for the implementation of Vocational English as a Second Language (VESL) at industry sites for minority employees who have limited English proficiency and are unable to continue classes in a traditional manner. The following areas are covered: (1) employing a project director to coordinate planning between education and industry; (2) finding companies with a large number of limited English proficiency (LEP) employees and a philosophy favorable to VESL; (3) understanding how the industry system operates; (4) making initial contacts with industry; (5) identifying, developing, and adopting suitable curriculum; (6) training supervisors of LEP; (7) considering logistics such as suitable classrooms, length of course, incentives, transportation and student recruitment; (8) dealing with paperwork; (9) preparing teachers; (10) evaluating the program and student progress; (11) determining costs; and (12) finding funding alternatives. Information is given on establishing an advisory committee of industry representatives, educators, and students. Letters from industry are included which express both the effectiveness of VESL instruction and the problems encountered. Appendices include a brochure, needs assessment forms, procedures for establishing classes, evaluation forms, advisory committee questionnaires, and a resource list. (EM)

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A Partnership with Industry

Adult & Community Education
FREMONT UNION HIGH SCHOOL DISTRICT

CE800037

VOCATIONAL ENGLISH AS A SECOND LANGUAGE

A PARTNERSHIP WITH INDUSTRY

Cindy Wilde

Fremont Union High School District
Sunnyvale, Ca.

California State Department of Education
Division of Adult and Community Education

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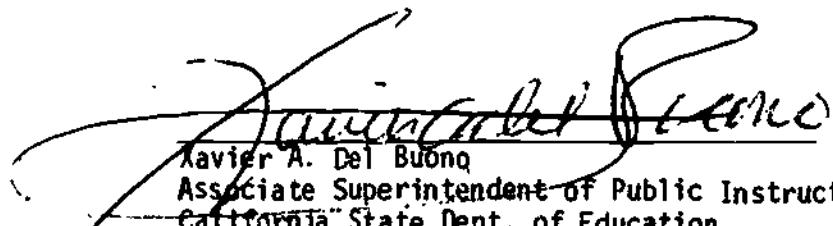
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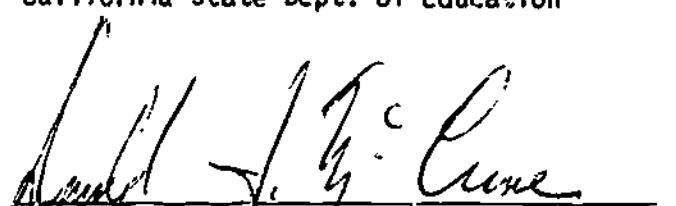
Introduction

"Vocational ESL, A Partnership with Industry" addresses a priority for adult education throughout the state of California. This demonstration project offers a response to the need for cooperative arrangements between educational agencies and local industry. The need for this kind of cooperation is best exemplified by the results of a statewide survey conducted in California. Of the 149 educational agencies responding to the survey, 78% ranked developing cooperative arrangements with industry, business, and community based organizations to be a priority. This was the highest percentage received by any of the priorities named. As the number of limited English speakers in California rises to greater proportions, the meshing of education and industry in a VESL program is a necessary means of simultaneously providing English language instruction and employment for minority language employees.

The influx of limited English speakers and the growing need for cooperation between education and industry signal a nationwide trend toward industry-education partnerships. The groundwork for this type of cooperation has been accomplished through this monograph. We hope it is of assistance to you.



Xavier A. Del Buono
Associate Superintendent of Public Instruction
California State Dept. of Education



Donald A. McLane
Director of Adult Education
California State Department of Education

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From education

Robert Ehlers
Consultant in Adult Education, Section 310
California State Department
of Education

Kathleen Olson
Coordinator of Special Projects
Fremont Union High School District

Gerry Hanson
Federal Projects Specialist
Fremont Union High School District

Jane Zinner
Project Director
Dissemination Network for Adult Education
ACSA

VESL teachers
Fremont Union High School District

Lucy Dodge
Lourdes Fong
Pam Hawker
Carolyn Kamaya
Pat Lamborn
Marjorie Lee
Deena Levine
Bet Messmer
Emilita Quisol
Madeline Rawley
Susan Riles
Robert Silverman
Lupe Vargas

From industry

Jan Coleman, Intel
Chris Martinsen, Intel

Terry Dykman, Rolm Corporation
Jo Anne Reed, Rolm Corporation

Barbara Gist, Intersil

Bill Harvey, Signetics
Cathy Crabtree, Signetics

Barbara Leighton, Shugart
Kirby Lindsay, National
Semiconductor

Andy Marasti, Siliconix

Sharon Quinta, Atari

Carmel Ruggiero, Slectron

Carol Winter, Exidy

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Why On-Site VESL?

Under demonstration funding through Public Law 91-230, Section 310 of the Adult Education Act, The Fremont Union High School District, Adult and Community Education has developed a process model for the implementation of Vocational English as a Second Language (VESL) at industry sites. The "VESL, A Partnership with Industry" project is directed toward the diverse needs of entry level employees in the electronics industry of Santa Clara County. However, the model developed can be translated to any area where private industry employs limited English Proficient (LEP).

The success stories, encouragements, warnings and headaches presented in this monograph are the result of a year's experience in setting up on-site VESL classes. During the course of the year, over 70 companies were contacted. Thirty-eight of these companies expressed an interest in establishing a VESL program, and to date, ten companies have actually implemented VESL programs.

The demand for this process model is a result of a growing awareness that throughout much of California entry level jobs in industry are filled with minority employees who are in need of ESL training. Industry projections from many companies show that there will be a growth in this minority work force. It is predicted (California Business Week, 1/1/81) that by 1985, more than 50 percent of the work force in the San Francisco Bay Area will be non-native English speakers. Companies see the need to help LEP employees reach their potential and become an integrated part of the work force.

As this link between language and employment needs becomes more and more evident, traditional ESL instruction is undergoing a shift in emphasis. Schools, government agencies, and private industry are all voicing concern that unemployed and underemployed minorities be taught "vocational" English skills. An effective response to this concern demands cooperation between education and private industry. The purpose of the "Partnership With Industry" project is to effectuate this kind of cooperation.

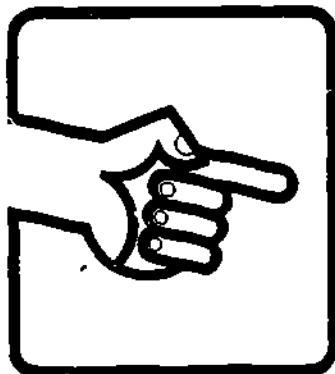
VESL classes offered at the worksite are an alternative which benefit both employees and employers. For a variety of reasons, LEP students stop going to school once they are employed. After working an 8 to 10 hour day, managing transportation and childcare problems, and fulfilling family and social responsibilities, there is little time or energy left for ESL classes. Further, many LEP students study English with the objective of gaining employment. Once they find a job and begin working, they no longer see the need to study English. Classes at the worksite alleviate transportation problems and provide students with instruction relevant to their work.

At the same time, employers are forced to recognize that many entry level employees lack necessary English skills. Production is slowed because of poor communication between supervisors and their employees. Management is concerned that employees who are good workers are not being promoted because they cannot speak English. If VESL classes are offered at the worksite, these classes can be tailored to meet the particular need of employees in each company. By asking LEP employees to come to an English class, the employer is stating that he thinks it is important for employees to improve their English. Such a statement can affect the attitude of minority employees and increase their desire to become an integral part of the company.

To those interested in on-site VESL, the need for this type of delivery system is straightforward. The catch is, how do you establish a smooth--running, creative program which will appeal to industry representatives and will meet the needs of participants. This process model will provide a starting point. The "how-to's" of finding suitable companies, understanding the industry system, making initial contacts, identifying and developing curriculum, clarifying logistics, evaluating programs, and fixing costs form the bulk of this monograph.

As you evaluate your own possibilities for an on-site VESL program and as you map out strategies you would like to follow, this monograph will provide you with some insight into the issues, approaches, ideas and potential problems which could help or hinder your program.

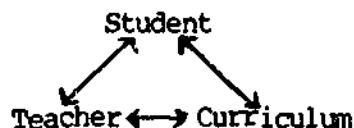
Project Director



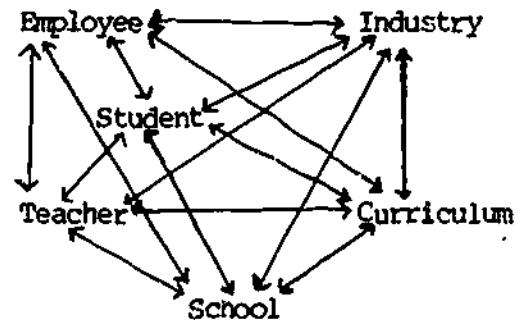
A project director is essential because of the unique networking between education and industry in this program. Supervising 20 VESL classes at 10 different industry sites requires much more coordination than 20 ESL classes at one school site. The project director must work with and for a variety of diverse individuals representing industries, an educational agency, and student participants.

Two diagrams adapted from McCoy & Regan's article, "Outlining Problem Areas in Ongoing ESP Programs" (in TESOL '80; Building Bridges, 1981) demonstrate the added complexity of an on-site VESL program.

Traditional ESL Model



On-Site VESL Model



The VESL model incorporates the industry, the duality of the student as an employee, and the duality of the teacher and school. The multitude of arrows illustrates the complex nature of interactions in an on-site VESL program.

For each company, the project director needs to coordinate planning with five groups of people: 1) the personnel or training manager who implements the VESL program; 2) employee supervisors who give input as to student needs, recruit students, and evaluate student progress; 3) school administrators who set school policy; 4) teachers; and 5) students/employees.

The project director has four main areas of responsibility.

1. Contacting companies to arrange for the implementation of VESL instruction. This includes publicizing the VESL program, locating potential participant companies, and encouraging companies to participate.
2. Coordinating the activities of VESL classes. Particular emphasis must be placed on the following:
 - a. Conducting a thorough needs assessment at each participating company.
 - b. Building close ties with supervisors of LEP employees. This can be effectuated through program planning and evaluation sessions, as well as through periodic visits to the worksite to observe and encourage interaction between supervisors and LEP employees.
 - c. Encouraging companies with creative ways of recruiting students for VESL classes.
 - d. Conducting placement tests in order to place students in classes appropriate for their English language ability.
 - e. Evaluating each program during and at the end of each cycle.
3. Identifying, developing, and adapting curricular materials for VESL classes. Based on the needs assessment conducted at each company, the project director will need to develop or adapt materials to meet the needs of the company.
4. Working closely with teachers and providing them with staff development activities. Because of the uniqueness of an ESL program adapted for industry and offered at the industry site, the project director needs to work closely with teachers to insure that:
 - a. Teachers have solid background information about the industry in which they will be working.
 - b. Teachers are equipped to teach the cultural patterns encountered when working in an American industry.
 - c. Teachers working in isolation at industry sites are provided with necessary input, stimulation, and problem solving sessions.



Finding Companies

One of the major tasks in establishing an on-site VESL program is finding companies interested in VESL instruction for their employees. Locating companies with a large number of LEP employees and a philosophy favorable to VESL instruction takes time and effort. However, there are a few helpful methods of locating companies which might shorten your search.

1. Industry and Business Directories

There is a wealth of useful directories in the reference section of local libraries. Information on location, type of company, and number of employees is especially helpful in making decisions about which companies to contact. Be sure to look at the following:

Industrial Directories--For most counties in California there is an industrial directory published by the Chamber of Commerce. These directories include the name of each company, names of key executives, address and phone number, number of employees, and the Standard Industrial Classification, (S.I.C.). The SIC is the government method of numerically coding all types of business and industry. In the Industrial Directory, companies are listed alphabetically, according to location (city), by S.I.C., and by industrial parks.

Professional Directories--These directories offer information about companies belonging to a particular association. The information given includes the company name, address, telephone number, year established, number of employees, key executives, and products. The American Electronics Association Directory is a good example.

Regional Employer Directories--These directories include employers other than industry, and therefore can also be used to locate commercial and service related establishments. Information includes the company name, address and phone number, the product or services, key people, the year established, and the number of employees. An example is The Bay Area Employer Directory which is specific to the San Francisco Bay Area.

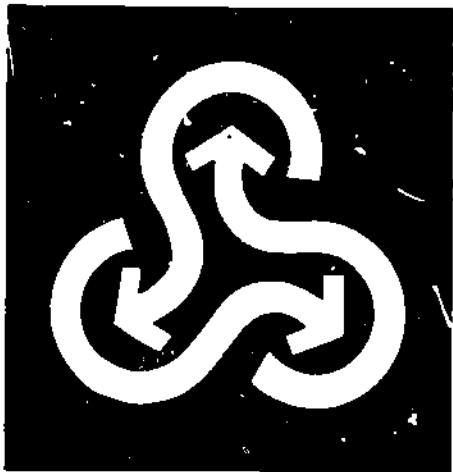
The Directory of Directories -- If you can't find the directory you need to locate the companies you want to locate, try The Directory of Directories. This should give you ideas of directories which might be helpful to you and addresses to write to. Information is included about directories of business, industry, labor, banking, finance, insurance, real estate, agriculture, fishing, and medicine.

2. Industry-Education Council (IEC) of California

One of the purposes of this council is to act as a linking agent for education and work activities. It is a statewide organization with approximately 20 local branches. At the local level, a large number of industries are involved in IEC activities. A local branch of IEC can tell you which local companies are IEC corporate sponsors. Since companies involved with IEC have already expressed an interest in education, they are good prospects for a VESL program.

3. Referrals

One of the most effective means of locating companies is to draw on links with local industry which have already been established by other programs in your educational agency. To do this effectively requires a good measure of communication with other programs. Don't assume that everyone else knows what you're doing, or that you know what everyone else is doing. Distribute your brochures and ask other programs to refer companies to you.



Insights into Industry

To educators, industry is often a curious and unfamiliar world. The task of reaching our target population, the limited English proficient employee, necessitates at least a cursory understanding of how the industry system operates.

In most industry systems there are four groups of employees to be considered when implementing a VESL program.

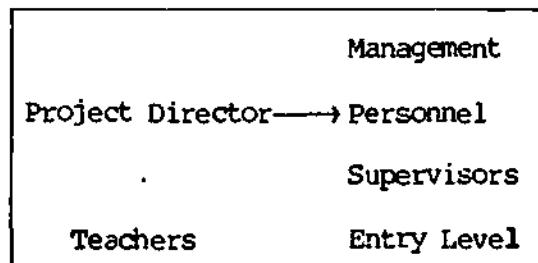
1. Upper level management
2. Personnel, training, human resources, and/or employee relations departments
3. Supervisors
4. Entry level employees

There are six steps involved in working with these people to establish a successful program.

Step 1. Establish a Contact

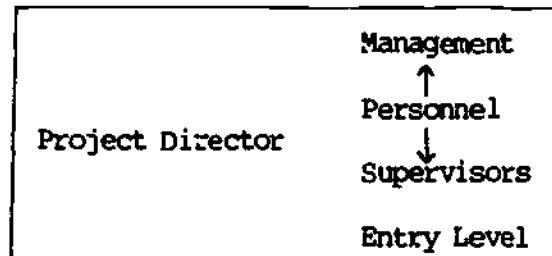
Initially, the program director needs to make contact with the personnel, training, human resources or employee relations department. Which department should be contacted depends on how the company is organized.

Since every company has a personnel department, begin by giving someone in the personnel department a brief description of the VESL project over the phone, and let them refer you to the proper person and department. Most companies will be very helpful in referring you to the right contact person.



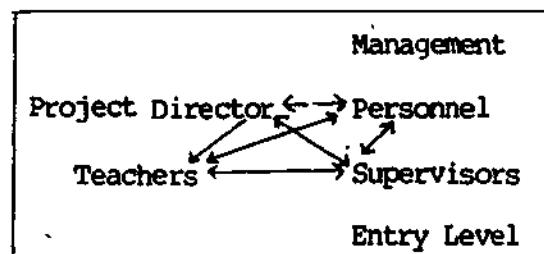
Step 2 Inform Management and Supervisors

Once a contact person in personnel or training is established, this contact person will meet with both upper level management and supervisors to present the VESL program. Upper level management is concerned about issues such as cost effectiveness, meeting production quotas, promoting good employees, and safety records. Supervisors are concerned that their employees follow directions, ask for clarification, understand job duties and work to their full potential. The industry contact person must have a good understanding of how the VESL program will address these needs before he meets with management or supervisors.



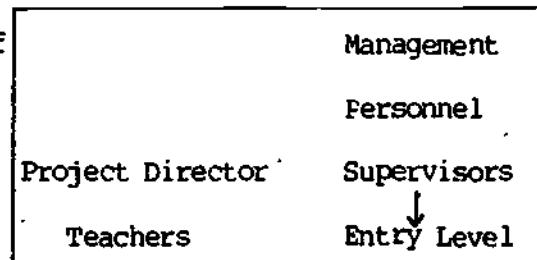
Step 3. Open Avenues of Communication

Once management, personnel, and supervisors agree to implement the program, it's time for the personnel manager and supervisors to meet with the VESL program director and teachers. The objectives are to open up avenues of communication, to discuss the needs of the LEP employees in the company, and to define procedures for operating the program. The supervisors are a key element in this meeting since they are the ones who have direct daily contact with LEP employees. If the supervisors are convinced that a VESL program could help their employees, and if they have a measure of confidence in the teachers and the curriculum, they can enthusiastically encourage LEP employees to attend classes. Supervisors are the best recruiters.



Step 4. Supervisors Contact LEP Employees

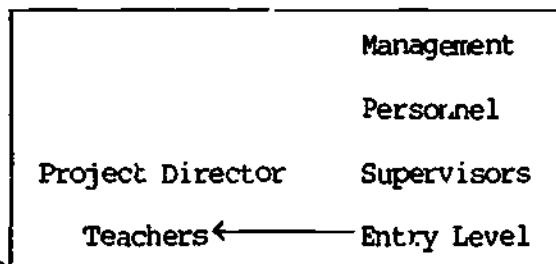
At this point, it is the task of the supervisors to explain the VESL program to their LEP employees, to enroll prospective students, and to insure their employees get to the first class meeting.



Once their employees begin the course, supervisors need to keep informed of attendance, course content, student interest and problems.

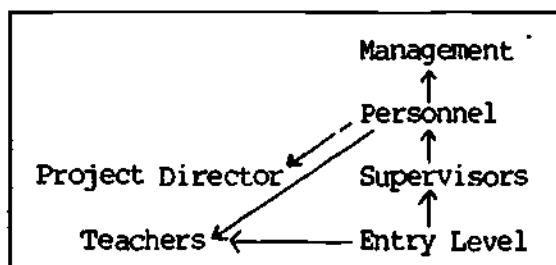
Step 5. Start Classes

The students finally meet the teacher. If the first four steps have been covered, classes should begin smoothly. It is extremely helpful if the industry contact person and a few supervisors are present at the first class to take care of any problems that might arise.

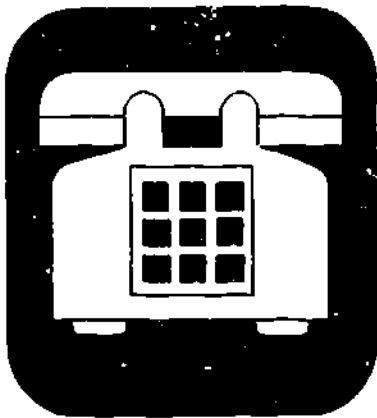


Step 6. Evaluate and Modify

Companies are very interested in evaluation of their programs. If upper level management agrees to implement a VESL program, they will expect to get an evaluation which tells them how effective the program is in meeting objectives. Input for this evaluation comes from students, teachers, and supervisors, and is funnelled through the contact person. From this information, the project director and the contact person can work together to make improvements in the program.



Making Initial Contacts



Let's assume that you are the project director. You've come up with a list of companies that might be interested in establishing on-site VESL programs. Now it's time to contact the personnel department. The big questions are what will they want to know, and how can you show them that a VESL program will benefit their company. The initial impression made by the project director is crucial to the cooperation and assistance received from industry. Remember that you not only have to sell the contact person on your program, but this contact person must be able to sell the program to both upper level management and to supervisors.

THEREFORE, EVEN IN YOUR FIRST CONTACT, YOU NEED TO APPROACH INDUSTRY WITH A WELL ORGANIZED PROGRAM. A professionally done brochure which clearly details important aspects of the program is key. (See Appendix A for a sample brochure)

Eight main concerns of industry are:

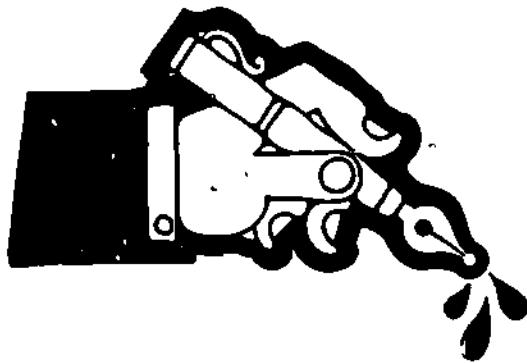
1. What is the purpose of your program?
2. Who are you? What educational institution do you represent? What is your track record?
3. What curriculum will be used?
4. What kind of logistic arrangements need to be made for classes?
5. How much paperwork is required by the company?
6. What are the qualifications of the teachers in the program?
7. How will the program be evaluated?
8. What is the cost to the company?

At the first meeting, or even in a phone conversation, you must be prepared to discuss these eight items. Not every company will want all of this information; different companies approach educational programs from different points of view.

Contacting a company usually involves three steps:

1. Make an initial phone call to explain your VESL program, find out if the company is interested, and establish a contact person. Sometimes this contact person will ask you to set up a meeting. More often, you will be asked to send further information.
2. Send a brochure and a follow-up letter. This reminds the contact person of your phone conversation and gives sufficient information to inform the company of your VESL program.
3. Set up a meeting with the contact person. Go equipped with brochures, examples of curriculum and needs assessment, a list of procedures to be followed in implementing a program, evaluation instruments, and resumes of your teachers.

Developing Curriculum



Identifying, developing, and adapting curriculum suitable to your program is a very high priority since the VESL program will only be as good as the curriculum used in the classes. If the objective of the course is to improve the employee's English as it relates to the work situation, the curriculum must also relate to the work situation. The search for appropriate materials is often discouraging, and the task of writing materials can be overwhelming, but the reward is arriving at a curriculum that is really appropriate for the course.

Writing Curricular Materials

Since vocational language differs from job to job, you may decide that writing your own curriculum is the most appropriate means of meeting the needs of your particular students. It is not possible to rely totally on published materials.

Writing good VESL materials entails collecting vocational language samples, organizing this into language functions, and breaking down these language functions into grammatical structures. This is not a short or easy process, but it is a good, sound means of developing materials that will meet the language needs of employees. It is important to note the difference between vocational training materials which teach the skills necessary to be successful in a particular vocation, and vocational ESL materials which teach the language skills necessary to be successful in a particular vocation.

The responses to the needs assessment should be used as a basis for the curriculum. The portion of the needs assessment which deals with "communication problems" is written in terms of language functions, such as understanding job duties, understanding instructions, following directions, and following production changes.

In order to develop curriculum from these language functions, it is necessary to determine the topics, vocabulary, and grammatical structures which relate to these language functions in the specific work situation. For example, consider the language function "understanding instructions". In an electronics company, you might come up with a lesson plan such as the following:

LESSON PLAN

Topic: Loading printed circuit boards

Language Function: Understanding and following Instructions

Aim: For students to understand and follow instructions given to them by their supervisors in a printed circuit board assembly situation.

Grammatical Structures: Need to + infinitive
Have to
Simple Imperative

Materials: Several sets of tools, components, and p.c. boards

Vocabulary:

<u>People</u>	<u>Things</u>	<u>Verbs</u>		
lead	p.c. board	put	replace	load
manager	pliers	insert	change	stuff
supervisor	wire strippers	check	get	use
	resistor	order	ask for	
	capacitor		tell	

1. Review

Names of tools and components.

2. New material:

- Give instructions using the simple imperative and "need to, have to" construction.

For Example:

Load these capacitors.
Check the resistor value.
You need to order more resistors.
You have to use the pliers.
Etc.

- Test student comprehension by asking individual students to carry out instructions.
- Divide students into pairs. Give each group a set of materials. Have students practice giving and following commands.

Adapting Curricular Materials

Several examples of good VESL material are available, and many of these materials can be adapted to meet the specific needs of your students. For example, understanding directions is a language function common to many vocations. There are some excellent VESL materials for clerical workers which deal with language functions related to understanding and following directions. By simply changing vocabulary items, these materials were adapted to VESL for electronic assembly.

Many of the VESL materials which are now available are basically pre-vocational in content. These materials can sometimes be used with LEP who are already employed, but most lessons definitely need to be adapted. For example, vocational materials on filling out work related forms could be adapted from pre-vocational materials on filling out applications. The language skills needed for interviewing are very similar to the language skills needed for evaluation reviews. Skills used in reading the classified ads are similar to the skills used in reading job postings for promotion or transfer. Adapting materials is time consuming, but perhaps easier than starting from scratch.

There are a few special considerations involved in designing VESL curriculum for students who are already employed. These students already know their jobs well enough to be employed. Therefore, teaching job content is not the same as it might be in a pre-vocational or a vocational training course. Also, students who come to class after six to eight hours of work often need a change of pace from the work they have been doing. If the material taught is directly related to the job, care must be taken to ensure that students do not lose interest. One means of increasing motivation is to show how functions and structures used in work language can be extended to use in social language outside the work situation. A very careful needs assessment is key to maintaining student interest.

Needs Assessment

It is impossible to develop or adapt curriculum appropriate for the employees enrolled in a particular VESL course without first doing some type of pre-course company assessment. It is essential to have a basic understanding of the company structure and a sense of the working atmosphere at the company. You need an overall view of the background of the LEP employed by the company, the jobs performed by LEP, and training, promotion and employee turnover patterns. In addition, you need to know in what situations reading, writing, speaking and listening to English pose problems for LEP. Since industry employees are not usually ESL experts, questions about language must be phrased in terms which relate to the work setting.

A visit to the company and completion of questionnaires by industry contacts and supervisors are important components of assessment.

Company Visit - The purpose of this visit is to find out the number, type, and functions of the various departments, and to observe employees on the job. Observe the basic skills required for the job, the kind of language interaction, the levels of communication between employee and supervisor, the languages used on the floor, and the general atmosphere. Do LEP employees seem comfortable, frightened, cheerful, or frustrated in their work situation? This kind of observation is useful for the project director, and is essential for the teacher who will be dealing with these employees as students on a day-to-day basis.

Needs Assessment Questionnaires - The purpose of needs assessment questionnaires is to obtain background information on the LEP working for the company and to identify the oral and written communication problems of these LEP employees.

There are two questionnaires--one for personnel managers and one for employee supervisors. (See appendix 6.) The questionnaire for personnel is designed to find how LEP fit in to the overall company picture. The questionnaire for supervisors deals with more specific communication problems which employees and supervisors might encounter on a day-to-day basis. The results of these needs assessments have been very useful for understanding student needs and for developing curriculum. For example, the responses to the broad question, "In what areas do communication problems arise?" were not what was expected. Much VEGL curriculum is centered around topics such as following safety rules and practices, calling in sick, and complying with attendance/punctuality policies. However, out of the fifty-three supervisors who responded to the needs assessment, three or less defined these topics as major problems. The areas which clearly stood out as major problems were: understanding instructions, reporting problems, asking for clarification, and awkward situations because LEP do not understand general conversation. After gathering this kind of information from the needs assessment, it is easier to decide what focuses the curriculum should have.

Company Specific Materials

When the needs assessment is completed, it is time to ask the company to provide materials which will be useful aids for the teacher. If the company assesses that students need to be able to fill out certain forms, to follow safety regulations, or to communicate about the use of particular tools or parts, these things need to be available to the teacher.

Possible items of interest include:

1. Tools, parts, or machinery related to the job. In the classroom, these materials can be used as aids for a variety of language lessons on topics such as understanding job duties, asking questions, and asking for clarification.
2. Company forms that workers need to fill in range from very simple to very complex. Address change forms, time cards, job vouchers, vacation request forms, accident report forms, applications for transfer, evaluation forms, and benefits packets can be very effectively integrated into the curriculum.

3. Other printed material can provide the teacher with good background information on the company, and can serve as a basis for job-related language activities. Copies of employee handbooks, training manuals, safety manuals, job position announcements, catalogs of parts or machinery, written instructions for work, and written notices from management can all be used.

Integrating these company specific materials into the curriculum makes the course much more relevant to employees, and is often a very motivating factor.

These are a few basic ideas on VESL curriculum, but there is much more to be said. I would like to draw your attention to the booklets, articles, materials and consultants listed in the resource list (Appendix F.) These resources have been helpful in setting up the program. It is by no means a complete list, but what is there is of value.

Supervisor Training



The cooperation of supervisors is essential to an effective VESL program. Supervisors are in a key position to encourage LEP employees to reach their potential as workers and as students. Therefore, it is worthwhile to directly involve supervisors in the VESL program by offering a "Crosscultural Communication" course for supervisors of LEP.

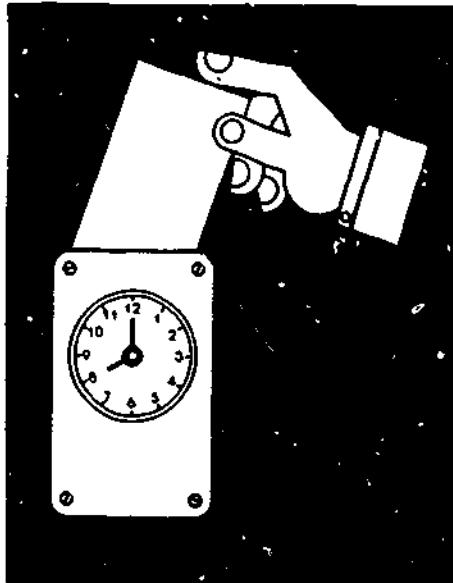
This type of workshop was offered at one company as a pilot program, and the supervisors found it very helpful and relevant to their day to day work situation. The workshop consists of six hours of instruction divided into three two-hour sessions. The purpose of the workshop is to develop in supervisors an understanding of cultural differences, and to assist them in communicating more effectively.

The curriculum for these workshops focuses on three areas:

1. Language modification to facilitate communication. The aim is to make supervisors aware of the reduced forms, false starts, time fillers, idioms, slang, rapid speech and mumbling which complicate oral communication.
2. The communicative style and interaction codes of a culture. Each individual culture has its own communicative style which determines who talks to whom, when to talk, where to talk, what is talked about, depth of disclosure, and structure of conversation. There are also interaction codes which need to be analyzed: verbal codes, understatement and overstatement, distance, dress, gestures, visual cues, silences, touch and humor. Both self-awareness and an awareness of how a other culture perceives these items will facilitate intercultural understanding and communication.
3. The cultural uniqueness of minority groups. A person's values, thoughts, actions and speech often reflect cultural background and ethnic heritage. Building positive relationships with minority group members often necessitates a basic understanding of the specific group's historical, sociological, religious, and political background and heritage.

Supervisors who have a working knowledge of these three focuses are better equipped to direct an LEP workforce. Also, they are likely to become strong supporters of a VESL program.

Logistics



Before establishing a VESL program, the project director and the industry contact person must agree on a number of logistic considerations. The project director who presumably has more experience at setting up this type of program, should be the one to suggest the optimal arrangements. If the logistics are poor, the class will not succeed, and the company will not be satisfied. Therefore, the project director needs to be strong and firm with suggestions. Pay particular attention to the following items:

1. Suitable classrooms at the industry site

Since industry facilities often either lack classrooms or else use available classrooms for classes which are considered a higher priority than ongoing VESL classes, never assume that classroom arrangements will be adequate. Size, provision of tables, chairs, and blackboard, noise level and lighting should all be considered. Always ask to see the room or rooms before agreeing to begin classes. Failure to make clear room arrangements has lead to several unfortunate situations. One company assumed that two classes could be held in the same classroom at the same time. Another company set up partitions in the middle of a large computer center, expecting the class to function above the whizzing of computers. One small class was scheduled in a large broom closet. On the brighter side, some companies with limited facilities have been very creative with alternative classrooms. Lunchrooms have been converted very nicely for classroom use. One industry contact person set up desks and a blackboard in a lobby which the company was no longer using, and now this room is used for other classes as well as for the VESL program. If you keep working at finding or creating suitable classrooms, you will eventually find an option that is acceptable to everyone involved.

2. Classes to accomodate different levels of ESL ability

Since LEP employees have such a variety of proficiency levels in English, it is not reasonable to place all LEP employees in the same VESL class. However, many companies do not have enough LEP enrollment or classroom space for two classes. This situation often leaves the project director in the dilemma of deciding whether no class at all is better than one mixed class. In a mixed class, either the top students or the bottom students (or both!) tend to drop out when they find that the class doesn't really meet their needs. The most successful programs have three classes, and thus accomodate three levels. It is possible to implement only one class if there is an agreement to enroll only beginning students, as determined by a placement test. This type of arrangement is working out quite well.

3. Length of course

For programs in industry, it works best to set up beginning and ending dates rather than an open entry open exit type of arrangement. That way, supervisors can recruit students to begin on one particular date rather than having the constant pressure of recruiting. Students know how long they will be in the course, and can have a feeling of accomplishment when they complete it. An eight weeks cycle always seem to go very quickly. As soon as the class gets started, it is time to start planning for the next session, and evaluation becomes a never ending process. Ten week sessions might be more manageable. It is almost essential to allow one or two weeks between classes for evaluation and planning with the industry contact person and supervisors. Even though some students might continue in a second session, you will need a new recruiting effort and a new enrollment list. There was a problem at a few companies where the industry contact person decided to continue with a second session, but this information was never communicated to supervisors who were only committed to sending employees for eight weeks. In other cases supervisors assumed that students who were in the beginning class the first eight weeks would be in the intermediate class the second eight weeks. It is often necessary to explain that 32 hours of instruction is not usually enough for a student to advance from beginning to intermediate.

4. Times and days

Working to accomodate different shifts, overtime, flex time, release time, carpools, bus schedules, and teacher schedules requires creative thinking. It is not easy to determine the optimal number of hours of instruction per week.

Two hour classes two days a week has proven to be a good alternative. People who have been working all day don't usually have enough energy for a three hour work-related class, and no companies were willing to give that much release time. Also, the longer the class, the more complicated childcare and transportation problems become. Several companies requested one-hour classes four days a week. This format would certainly have its advantages, especially for beginning students who usually work better in short, frequent sessions. However, it is difficult to get a teacher to teach at a company just one hour a day because of the time involved in transportation.

Holding class at least two days a week works best. Although some companies would prefer to have class just one day a week, this isn't often enough to provide continuity in the course. With an entire week between classes, students forget what they learn, and too much time has to be spent reviewing. Also, students get less of a feeling of learning and accomplishment when they attend class only one day a week. They are more likely to become discouraged and drop the class.

Often companies feel responsible to provide classes which will accommodate both day and swing shift. Therefore, classes can be scheduled in the afternoon, with students from both shifts coming to class on one hour of their own time and one hour of release time.

If there are two VEST classes at the same company there is always the question of whether to schedule the two classes on the same days or on alternate days. If the classes meet on alternate days this alleviates classroom scheduling problems, but it makes it more difficult to move students back and forth between levels. Also, there are often additional carpool problems if students go to classes on alternate days, since families and friends might be split up.

5. Transportation

No matter when classes are scheduled, there are always problems with carpools and buses. Supervisors can often work with their employees to resolve these kinds of problems.

6. Overtime, layoffs, and three and four day work weeks

Before classes begin, it is wise to discuss with your industry contact person potential problems which might arise in these areas. Ask companies to guarantee that employees will not be asked to work overtime during class hours. If there is a large work order, this stipulation can present difficulties.

At a few companies enrollment has dropped significantly because of layoffs. It is always good to find out if the company foresees any layoffs, and to enroll employees in classes accordingly.

Several companies have employees working either four 10-hour days or three 12-hour days per week. As you might imagine, unless the company gives a significant amount of release time for VEST classes, employees are too tired to learn English after working such a long day. Classes were offered at one company where employees worked a 10-hour day and were not given release time. Although the students had very good intentions, enrollment dwindled and after one 8-week session the classes had to be cancelled.

7. Recruiting students

Recruiting students for on-site VEST classes is not an easy task. At most companies LEP entry level employees have never before been asked to attend meetings or classes outside of their immediate work area.

When asked how they plan to recruit students, many industry contacts reply that they will post notices and put an announcement in the company paper. They fail to realize that LEP don't make a habit of reading notices written in English. Both multi-lingual fliers and sign-up sheets can be used effectively, but successful recruiting requires direct verbal contact with each potential student.

Fliers -- Fliers can be posted, passed out by supervisors, or put in with pay checks. However, fliers require some kind of follow-up by supervisors in order to ensure that the LEP actually get to the class.

Sign-ups with supervisors -- By far the most effective way of recruiting students is to have their immediate supervisors ask them to sign up. Especially in large companies, word just doesn't get down to entry level LEP unless their immediate supervisors are involved. When the supervisors attend a meeting with the industry contact person, the project director and the teachers, one of the activities at that meeting should be to set up a system for recruiting students. Supervisors have done an excellent job of talking to each potential student, answering questions, dealing with scheduling and transportation problems, and making lists of students who are enrolling.

8. Incentives

Many companies have used creative incentives to encourage their employees to attend VESL classes.

Release time -- Obviously, employees are more apt to come to class if they are paid. Attendance records bear this out. The more release time given, the more regular the attendance. Many companies have set up a system where half of class is release time and half is the employee's own time. This has been very acceptable to everyone involved.

Pay raise -- A few companies have agreed to give employees who complete an 8-week VESL course an extra percentage in their pay raise.

Certificate of completion -- For many employees it is important to receive a certificate of completion which is placed in their personnel file. Often this is especially effective if accompanied by some kind of ceremony or party which supervisors attend.

Potential promotion -- If employees realize that they might receive a promotion if their English improves, they are often extremely motivated to attend classes and really work on their English.

9. Number of students enrolled

Deciding how many students should be in each class often depends on the funding for the classes and the school's requirements of minimum enrollment. An enrollment of 15 to 20 students per class allows for both good group interaction and sufficient individual attention to meet the needs of students.

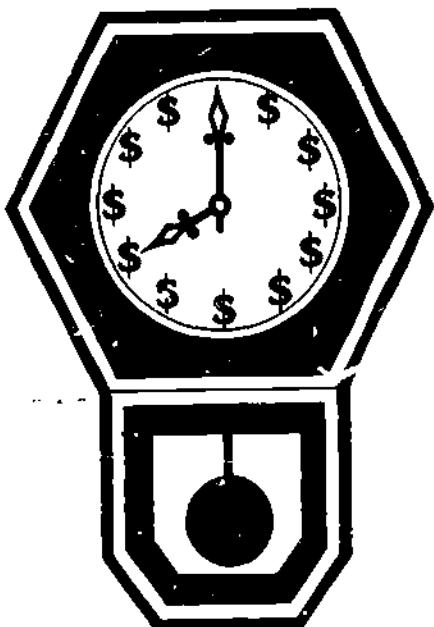
These numbers may be significantly lower than the enrollment in your general ESL classes. However, there is good potential for growth in industry programs once your credibility is established. Also, you must weigh the advantages of establishing good public relations with industry. If it is not financially feasible for the educational agency to operate classes with 15 or 20 students, companies can share in the funding as described on page 28 in option 1C.

Many companies with even smaller numbers of LEP interested in VESL instruction have expressed interest in a VESL program. These companies can be serviced by arranging joint classes for a cluster of small companies in the same area. However, the logistics of setting up this kind of program are certainly complicated.

10. Guaranteed enrollment

If your program requires a certain number of students in order to hold class, inform the company they must guarantee a minimum enrollment. You will want at least 10 sign-ups above the minimum number of students required. This allows for those who never make it to class and those who find that the class doesn't meet their needs.

If the company does not come up with a sufficient number of students, you can either work with them to find more students or cancel the class until enough students are properly enrolled. At one company, a class was cancelled because enrollment was too low, and two months later the company decided to give employees partial release time in order to raise the enrollment level. They are now able to keep their enrollment up, and the class is running smoothly.



Paperwork

Industry computes money in terms of man hours. Companies are often wary of government or educational programs because of the paperwork which might be involved. All paperwork that is required by a VESL program needs to be clearly explained to the industry representative before the program begins. The paperwork can include:

1. Registration forms. These are used as a means of pre-enrolling students in the class.
2. Tuition and/or textbook payment or reimbursement records.
3. Attendance records. This is especially important to the company if students are being given release time.
4. Needs assessments. These are completed by supervisors and personnel or training managers.
5. Course evaluation forms and student evaluation forms. These are filled out by supervisors and managers.
6. Contractual agreements. This ensures items such as payment for classes or for low enrollment. Often industry will agree to compensate if class attendance falls below the guaranteed enrollment.

Even with the minimal amount of paperwork required, it is difficult to get companies to return forms. A memo which clearly defines the procedures and paperwork for implementing on-site VESL courses is helpful. It is good to require that paperwork be returned one week before classes begin. (See Appendix C)

Preparing Teachers

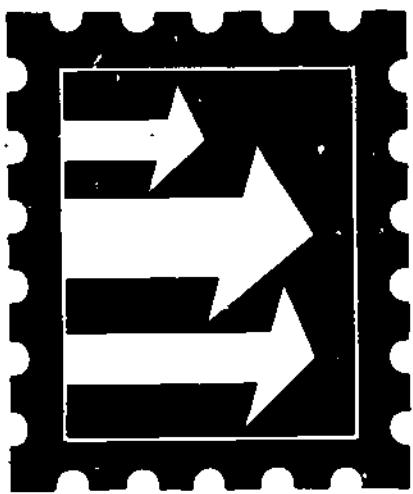


It's important to have teachers who are flexible and adaptable and who work well independently. Non-school facilities mean that teachers have fewer resources at their fingertips. The make-shift classrooms which many companies provide are adequate, but less than ideal. Classes are almost always mixed-level, since the wide range of employees needing VESL instruction doesn't fit neatly into one or two levels of English language proficiency. Often companies like to experiment to find out what time of day and what days of the week are best for classes. Enrollment tends to fluctuate for a variety of reasons.

To stimulate and motivate students who have been working all day takes extra energy and enthusiasm on the part of the teacher. The teacher who is present at the industry site represents the school system vis-a-vis industry. The teacher is often asked by industry representatives to make recommendations about curriculum, enrollment, classroom facilities, changes in scheduling, and other matters relevant to VESL classes.

It is essential that the teacher be involved in meeting with managers and supervisors in order to design curriculum which is specific to the company needs. VESL teachers are ESL experts, but usually not industry experts. Therefore, in-service training in job-specific language and cultural expectations of industry is most valuable. Also, since teachers at the industry site are usually isolated from each other, group in-service sessions to share ideas and air problems provide needed input and encouragement for teachers.

VESL Evaluation



Industry considers evaluation to be a very important facet of the VESL program. Evaluation consists of two components--program evaluation and student progress evaluation. If there is a systematic evaluation with written questionnaires, as well as informal discussion, the results can serve as a basis for making adjustments to the program and for recommending continuation and expansion of the program.

Program Evaluation

Industry contact people and student participants are asked to evaluate the VESL program. Industry contacts are given a questionnaire and asked to examine the following areas: (See appendix D.)

1. Meeting program objectives
2. Logistics of setting up classes
3. Recruiting and registration
4. Attendance regulations
5. Instructional format
6. Curriculum
7. Staff
8. Administration and management of program

At some companies, students have been asked to evaluate the curriculum, the instructor, and the relevance of the course to their needs. (See appendix D.). Although this evaluation is useful, it is often true that LEP will be very reticent to give anything but a very positive evaluation.

Student Progress Evaluation

Both teachers and employee supervisors participate in evaluating student progress. Teacher evaluation of students is based on improvement in pre/post test scores as well as teacher observation of student progress. Test scores are reported to the industry contact person, and the teacher gets a chance to discuss student progress with the contact person.

One of the most successful evaluations is the supervisor's evaluation of employee progress. Basic objectives in the VESL program are to teach participants the English skills they need to better communicate with their supervisors and to advance in the company. Supervisors are the logical ones to evaluate whether or not these objectives are met by each participant. An evaluation form is to be completed by the supervisor of each participant. (See Appendix D.). The form is based on items which were designated as major problems in the needs assessments completed by the supervisors.

Although so many evaluation forms may seem overwhelming, industry is very appreciative to have a means of evaluating the program. Most companies have been cooperative in filling out forms and compiling results.

Evaluations have provided concrete evidence that supervisors are pleased that employees are using more English. Overall communication patterns show improvement even after a short 8-week course. Some companies provide very encouraging information about promotions and potential promotions.

Costs



The cost of an on-site VESL program can be shared by education, industry, and students. The following costs need to be considered:

1. Staffing

- a. Project director -- Because of the unique networking between education and industry, a project director is essential.
- b. Teachers -- Teacher salaries must reflect teaching time, curriculum time, and in-service training.
- c. Clerical -- There is a variety of clerical work involving telephoning, typing, photocopying, and record keeping of students and companies.

2. Materials

- a. Instructional materials -- Industry is often willing to pay for books or to reimburse students for books at the end of the course. However, often the paperwork involved in reimbursement for one book per student is not cost effective. Industries have been very willing to do any photocopying required by the classes. This is most helpful to teachers because it allows them to photocopy at the teaching site.
- b. Non-instructional material -- The program requires a relatively small amount of additional photocopying including forms such as needs assessments, evaluations, placement tests, and correspondence.
- c. Publicity -- Typesetting and printing a brochure which clearly explains the VESL program is a necessary investment.

3. Tuition

If the educational agency charges tuition, often the company is willing to pick up the tuition costs. However, some companies work on a tuition reimbursement plan, which means that initially the student would have to pay the tuition cost.

4. Release time

An important facet of the cost to industry in implementing a VESL program is release time for employees. Many companies have set up a system in which half of classtime is release time and half is the employees' own time.

5. Mileage

Working with industry necessitates frequent visits to industry sites by the project director. A good program will require several preliminary visits to companies, plus visiting each company approximately once every two weeks once the program has been implemented.

6. Telephone, postage, office supplies and office space

The cost of these items needs to be included in the program budget.

Funding Alternatives



There are a variety of possibilities for funding VESL programs. Depending on your situation, you may want to approach industry, the public school system, or private and community foundations for funding.

1. Industry There are at least three ways of contracting with a company for payment for a VESL course. Whatever arrangement is made, the cost should reflect all of the relevant items listed in the "Costs" section of this monograph. Possibilities include:

A. A set fee for each VESL program

A package including needs assessment, curriculum development, placement testing, two eight-week courses (one beginning, one intermediate) and course evaluation.

B. A set fee for each teaching hour

This fee would have to include more than the teacher's salary in order to cover other costs. However, some companies prefer to have the cost broken down according to teacher hours.

C. A fee for low enrollment

If your school requires a minimum enrollment in each class, and the company does not meet this requirement, you might ask the company to pay a certain amount for each student below the minimum enrollment.

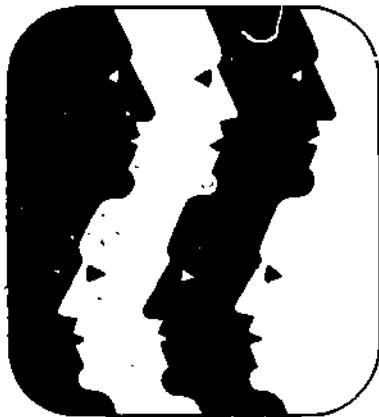
2. ADA

If you are working through the public school system, there is another possibility for partially funding VESL courses. Average daily attendance (ADA) may be collected to pay teacher salaries. However, ADA cannot be collected for the hours during which employees are given release time to attend class.

3. Foundations

Money is available through various community and industry related foundations. Since many foundation programs are geared to help the unemployed and underemployed, VESL can be established as a priority. There is a directory of foundations which might give you some ideas.

Advisory Committee



Because there are so many factors involved in establishing an on-site VESL program, input from an advisory committee is useful. Having representatives from industry, school administrators, teachers, and students serve on the committee facilitates communication between these groups of people. This also gives industry representatives a chance to share ideas and approaches that have been successful in their respective companies.

Release time, curriculum items and program evaluation are important topics for discussion at the advisory meeting. A questionnaire such as the one in Appendix E can elicit many useful ideas. Although this questionnaire is directed to industry representatives, students and teachers could certainly add to a discussion of these items.

Industry Viewpoints

This monograph would not be complete without an industry viewpoint on both the effectiveness of VESL instruction and the problems encountered. Therefore, industry contact persons from companies participating in the VESL program were asked to write a short report on the implementation of the VESL program at their company. Their letters follow.

Shugart Associates
475 Oakmead Parkway

Sunnyvale, California 94086

(408) 733-0100

June 8, 1981

Ms. Cindy Wilde
Fremont Union High School District
Adult and Community Education
10511 S. Tantau Avenue
Cupertino, California 95014

Dear Cindy:

Here is a short report regarding the implementation of the VESL Program at Shugart as per your request.

As the proportion of non-native speaking employees within our workforce began to rise there was an apparent need to improve the effectiveness of communication between managers and employees and among employee peer groups. The main problem areas were:

1. Training in new procedures.
2. Understanding company policies and procedures (attendance, performance review, etc.).
3. Understanding changes.
4. Becoming incorporated into the "culture" of the company.
5. Developing new skills to enhance promotability (being successful within internal training programs).

We felt that VESL classes focused on improving English fluency in the areas of:

1. Understanding instructions/following directions.
2. Asking for clarification.

Ms. Cindy Wilde
June 8, 1981
page two of three

3. General vocabulary

would meet the needs of most of our non-native speakers.

Once the decision to have on-site VESL classes had been made, we created a small committee to deal with the issues and initiate the program. The committee was composed of production line managers, one from each major production area, and one professional staff member from the Training and Development Department. The committee was very effective in quickly solving internal administrative issues and in selling the program to all levels of management.

The main problems encountered were:

1. Concern about cost of impact on production time.
2. Communicating the program to the limited English speaking employees.
3. Over subscription: We could not accomodate the number of people interested and we had to reject more people than we could accept.
4. Finding classroom space.

Students were recruited through their immediate manager as well as via advertisements on company bulletin boards. The manager proved to be the main source for enrolling students.

Shugart currently has three classes in progress (beginning, intermediate, and advanced levels) with approximately 60 employees enrolled. We are having day and swing shift employees attend together, which incurs a small impact on production time. The largest proportion of class time is on the employees' own time.

The program has only been in effect for about five weeks and the impact is just beginning to be assessed. Preliminary reports are positive. Employees' English skills are improving and they are gaining confidence in their ability to communicate. We are definitely planning to continue the course for another session and will do so as long as we feel it is effective.

Ms. Cindy Wilde
June 8, 1981
page three of three

I trust the information contained in this short report will aid you in maintaining the VESL program. Let me know if I can be of any further assistance.

Yours,

SHUGART ASSOCIATES

Barbara Leighton

Barbara Leighton
Personnel

11



2201 Laurelwood Road
Santa Clara, CA 95054
(408) 988-8000
TWX 910-338-0227

June 8, 1981

Cindy Wilde
VESL Specialist
10511 Tantau Ave.
Cupertino, CA 95014

Dear Cindy:

This letter is in response to your request of 5/26/81 for an industry viewpoint on both the effectiveness of VESL instruction and the problems encountered.

Basic English needs both on the job and off the job are very essential to the limited speaking. The VESL Program has indeed covered a broad area, giving a total instruction package of essentials.

Our current program consists of approximately 20 employees attending an 8-week course. Classes are held twice a week with each being two-hour sessions.

Employees were recruited by means of a memo issued to all employees. General Foreman and First Line Supervisors were also requested to announce the program in their staff meetings and approach employees with a possible need. Participating employees have been very enthusiastic. Identifying the need, and offering such a program on-site has had a very positive impact on the Company as a whole.

No major drawbacks have been encountered in putting up and running the VESL Program. The only major task was scheduling space and deciding on a time to hold the class that would be feasible for all shifts interested.

In all, the VESL Program has proven to be very beneficial. I am personally very pleased to see such a well-qualified, energetic, friendly instructor representing VESL. I have found interfacing with the VESL personnel very pleasurable.

Sincerely,

A handwritten signature in cursive script that appears to read "Andi Marasti".

Andi Marasti
Employee Relations Rep

V.E.S.L. AT INTEL

Intel Corporation currently has approximately 500 Limited-English speaking employees in our California site alone. The majority of these employees can benefit greatly from Fremont Union High School District's V.E.S.L. Program as our Pilot Program has shown.

Two major areas of concern for these employees, in developing their English skills on the job, include pronunciation and the structuring of questions. These topics were well-covered in the course as well as clear explanations and discussions of Intel's benefits, policies and procedures, philosophy and even some information on American Culture in general.

The pilot course for 15 employees was conducted in two hour sessions over an eight week period this spring. Concurrently, we ran a three week course for their supervisors to acquaint them with various cultural differences and to assist them in communicating most effectively with their foreign born employees.

Two specific departments were chosen by Personnel Administration as areas needing some assistance in improving their communication and all employees and supervisors contacted were very interested in the course.

At the conclusion of both courses, evaluations were collected, and even more important than the high course ratings which were submitted, were the comments mentioning how the course really assisted them in dealing with problems and how actual behavior changes had resulted already.

The one problem which became evident was that the Limited-English speaking employees were at various levels in their English abilities and thus it was difficult to address everyone's needs. In the future these employees will need to be screened and placed in the appropriate level of course.

The V.E.S.L. Program was a great success for all those involved. It provided special attention and instruction to those employees who often are not included or don't really feel a part of the organization and some real insight for supervisors as to their employee's background and perceptions of their work. Intel can thus highly recommend this V.E.S.L. Program.

VESL at Solectron Corporation

The VESL program at Solectron is in its second session and is a success. Solectrons' goal in implementing the program is to reach a significant number of limited English speaking employees to help them improve their English language skills.

Limited English speaking employees represent about 50% of our workforce. In the first session of VESL, there were 15 students per class, which worked well.

We made posters advertising the VESL classes as a means of recruiting. Also, I went around to each limited English speaking employee and invited him/her to enroll. If the driver of a carpool enrolls, often the rest of the carpool also enrolls in the class.

A problem in setting up VESL initially was getting people to commit themselves to a two hour time frame after work. Some had no transportation. Another problem was getting supervisors to schedule overtime so other employees would work in place of those students enrolled in English class.

A highlight of this program is the many students who continue to study English after the course is completed. Many students have advanced and are studying at a higher level. Also some students have been promoted in their job to leads or assistant leads. VESL has greatly enhanced our employees' ability to communicate in English.

Carmel Ruggiero
Personnel Manager



VESL AT NATIONAL

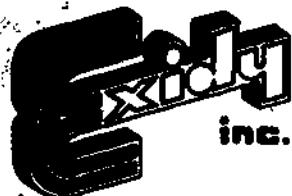
The employee population at National Semiconductor is truly a melting pot. Our personnel make vocational English programs necessary for many reasons, with none more important than safety. It is imperative that workers be aware of correct methods of performing each task in a safe manner. After safety, the other concerns are for documentation of work performed, understanding instructions and being able to ask for clarification. This last area seems to be extremely important to our first-line supervisors.

At National there are two VESL classes; one beginning and an intermediate course. The average attendance is 15 at each class. These students are recruited by placing advertisements in the International News, an in-house publication, and through a memo that is distributed throughout the company.

To date, very positive comments have been received about the impact of VESL, primarily in the form of anecdotal reports of improved communication from first-line supervisors. A more objective, data-based measurement system would be more desirable; this is an area that really needs work.

In setting up the VESL program, we encountered the most difficulty in scheduling classes to meet the needs of three work shifts, day, swing and grave. Some attrition has occurred, perhaps because of production priorities. We also find it difficult to get accurate feedback (no one wants to admit their time is not well-spent).

The VESL program at National is probably far more effective than we can currently measure. Altogether, there seems to be some enthusiasm, with reports of lower frustration, positive attitude changes and quite noticeable improvements in regard to using language as an excuse for errors.



390 Java Drive • Sunnyvale, CA 94086 • (408) 734-9410

July 9, 1981

Fremont Union High School District
10511 S. Tantau Avenue
Cupertino, CA 95014

Attention: Ms. Cindy Wilde

Dear Cindy:

Since Exidy was a participant in your pilot program, "VESL, a Partnership with Industry", listed below is a synopsis of the effectiveness of instruction and the problems encountered.

Because 70% of Exidy's "direct" employees are non-English or limited English speaking employees, it became necessary for them to learn English, for a multitude of reasons. As limited or non-English speaking employees they were not promotable, they could not understand or follow their supervisor's instructions, they did not understand their reviews, company benefits or procedures. (The list is unending.)

Our English classes began with an enrollment of 22 employees who stayed 2 hours after work every Tuesday or Thursday for a period of 8 weeks. Normal attrition took place because of transportation problems, personal business, etc. and the enrollment averaged 17 employees per class.

We feel that the VESL Program was very successful in most cases. The classes taught our employees confidence in speaking English...some of which knew English, but were too shy to use it. A few employees were illiterate in their native language, so it was very difficult to teach them English. Some were so shy, they would not respond in the classes, or to their peers. However, Exidy feels the classes were very successful, in fact we just began our 2nd level classes this week.

The set up of the program could have been more organized, however, when you deal with classes with different needs that may not be possible.

The program ran very smoothly. Part of the reason was that their teacher, Pat Lomborn, was bi-lingual in Spanish and English. If there was clarification needed it could be explained in their native language.

Sincerely,

EXIDY, INC.

Carol Winter

Carol Winter
Director of Personnel

APPENDICES

- A. Brochure
- B. Needs Assessment Forms
- C. Procedures for Establishing Classes
- D. Evaluation Forms
- E. Advisory Committee Questionnaire
- F. Resource List

HOW IS VESL IMPLEMENTED?

- Classes will take place on-site at the facilities of participating companies.
- Classes will be provided at no charge to participating companies.
- Each site will have at least two separate classes to accommodate students at different levels of English language proficiency.
- Each class will be composed of 15-20 students in order to provide optimal instruction.
- Classes will be conducted on an 8 week cycle with an optimum of 4 hours of instruction per week. (Two 2-hour sessions per week.)

WHO CAN PARTICIPATE?

Electronics companies willing to:

- Provide suitable on-site classroom facilities for VESL classes.
- Inform employees of classes and encourage attendance.
- Participate in an industry advisory council.

FOR MORE INFORMATION CALL:

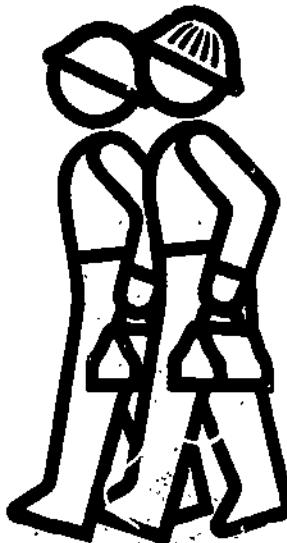
Cincy Wilde
Project Coordinator
(408) 735-6303 or (408) 735-6219
Fremont Union High School District
Adult Education Office
10511 S. Tantau Ave.
Cupertino, CA 95014

FREMONT UNION HIGH SCHOOL DISTRICT
ADULT EDUCATION
10511 SOUTH TANTAU
CUPERTINO, CA 95014

Vocational English As A Second Language



A PARTNERSHIP WITH INDUSTRY



FREMONT UNION HIGH SCHOOL DISTRICT

ADULT, COMMUNITY &
HIGH SCHOOL PROGRAMS

WHAT IS THE VESL PROJECT?

The Vocational English as a Second Language (VESL) Project offers a unique partnership between industry and English language instruction. Relevant VESL classes for employees are provided on-site at electronics companies.

WHO BENEFITS AND HOW?

Increasing the English language skills of employees will help your company:

- Improve employee communication
- Improve cross-cultural understanding
- Improve Affirmative Action quotas
- Increase job safety
- Increase productivity
- Increase upward mobility of workers
- Decrease employee turnover
- Decrease employee training time

In English classes which are clearly work related, adults persevere through the difficult task of learning English. In a similar ESL for Electronic Assembly class, statistics show that 90% of students who began the course successfully completed the 8-week session with an attendance average of 95%.

The activity which is the subject of this brochure is supported by the U.S. Department of Education. However, the views expressed herein do not necessarily reflect the views or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education should be inferred.

WHAT WILL VESL INCLUDE?

The VESL Program will provide a total language instruction package, including qualified instructors and a curriculum which incorporates LISTENING, SPEAKING, READING, WRITING, and PRONUNCIATION skills into the four following components:

VOCATIONAL LANGUAGE COMPONENT

Designed to meet the needs of employees whose jobs require them to:

- respond to instruction
- ask for clarification
- complete various forms
- understand the language of safety, processes, and general job responsibilities

SURVIVAL SKILLS COMPONENT

Designed to meet the needs of working people who must function in the English speaking world of:

- banking
- credit and loans
- consumer problems
- budgets
- doctors and hospitals

CULTURAL COMPONENT

Designed to aid employees in understanding the culture related expectations of their jobs including:

- attendance
- punctuality
- assertiveness
- casual conversation
- polite and informal speech

JOB SPECIFIC COMPONENT

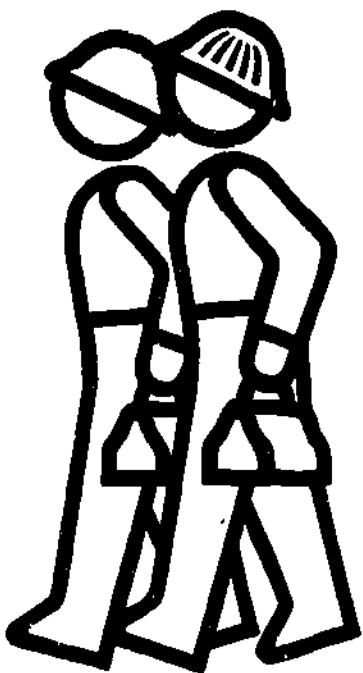
A special "job language" component can be tailored to meet the specific needs of your employees who must communicate on topics such as:

- PCB loading, soldering and touch-up
- wafer fabrication
- die attach
- wire wrapping
- machine tools

Vocational English As A Second Language

A PARTNERSHIP WITH INDUSTRY

Electronics Industry Needs Assessment



Cindy Wilde
Project Coordinator
735-6219 or 735-6303

**FREMONT UNION
HIGH SCHOOL DISTRICT
ADULT, COMMUNITY &
HIGH SCHOOL PROGRAMS
10511 SOUTH TANTAU
CUPERTINO, CA 95014**

PERSONNEL

Date _____

1. Name _____

Position _____ Company _____

Company Address _____

Phone _____

2. What percentage of the work force at the company is:

Limited English Speaking (LES) _____

Non-English Speaking (NES) _____

3. Check nationalities represented in the LES/NES population:

Indo-Chinese _____

Filipino _____

Korean _____

Portuguese _____

Spanish speaking _____

Other _____

4. What jobs do LES/NES speakers perform?

A. Printed Circuit Board: -

Manufacture _____

Loading _____

Soldering _____

Touch up _____

D. Assembly:

Die Attach _____

E. Wire Wrap _____

F. Mark and Pack _____

G. Shipping and Receiving _____

H. Custodial _____

I. Clerical _____

J. R & D _____

OTHERS:

5. Which of the following pose special problems for LES/NES employees?

	Major Problem	Minor Problem	No Problem
Understanding and competing benefit packages	_____	_____	_____
Understanding and participating in performance reviews and evaluations	_____	_____	_____
Difficulty understanding and filling out forms such as:			
W-4	_____	_____	_____
W-2	_____	_____	_____
Credit union forms	_____	_____	_____
Loan applications	_____	_____	_____
Health plan forms	_____	_____	_____
Dental plan forms	_____	_____	_____
Other	_____	_____	_____
Large employee turnover	_____	_____	_____
Longer training period	_____	_____	_____
Difficulty in promoting employees	_____	_____	_____

Are there other company policies or programs which pose special difficulties for LES/NES employees?

What solutions would help alleviate problems relating to LES/NES employees?

1. VESL instruction to aid employees in understanding and completing specific forms. _____
2. VESL instruction relating to specific job duties. _____
3. VESL instruction with heavy emphasis on oral communication. _____
4. VESL instruction with emphasis on basic reading and writing skills. _____
5. Other _____

Check the organizational set-up which would best accommodate your LES/NES employees:

Format:

Two 2-hour sessions per week _____
Three 2-hour sessions per week _____
Two 3-hour sessions per week _____
Other _____

Time slots:

Morning _____
Early afternoon _____
Late afternoon _____
Evening _____

Number of classes at your company

2 _____
3 _____

(15 students is the minimum for each class)

Could you provide release time for employees to attend VESL classes? _____

Other _____

If you are interested in having employees learn English related to their specific job duties, please complete the following:

1. Do all of the employees to be included in the class have the same general job duties? _____
2. Do you presently have employee training classes which a VESL teacher could attend? _____
3. Would supervisors and/or trainers be willing to spend time explaining work procedures and duties to VESL teachers? _____
4. Is a training manual available? _____
5. Are relevant materials such as parts, tools, charts, and manuals available for classroom use? _____

SUPERVISORS

Date _____

1. Name _____

Position _____ Company _____

Company Address _____

Phone _____

2. What jobs do the limited or non-English speakers (LES/NES) whom you supervise perform? _____

3. In what areas do communication problems arise?

Major problem Minor problem No problem

Understanding job duties _____

Understanding instructions _____

Following directions _____

Following production changes _____

Following safety rules and practices _____

Understanding work error _____

Correcting work error _____

Reporting problems _____

Understanding company policy _____

Calling in sick _____

Complying with attendance/punctuality policies _____

Asking for clarification when necessary _____

Awkward situations arise because LES do not understand general conversation _____

4. Which forms are most difficult for LES/NES to understand and complete?

	Major problem	Minor problem	No problem
--	---------------	---------------	------------

Time cards

Time cards	_____	_____	_____
------------	-------	-------	-------

Production quota records
(job vouchers)

Production quota records (job vouchers)	_____	_____	_____
--	-------	-------	-------

Error notices

Error notices	_____	_____	_____
---------------	-------	-------	-------

Engineering change notices

Engineering change notices	_____	_____	_____
----------------------------	-------	-------	-------

Safety warnings

Safety warnings	_____	_____	_____
-----------------	-------	-------	-------

Company newsletters

Company newsletters	_____	_____	_____
---------------------	-------	-------	-------

Company notices

Company notices	_____	_____	_____
-----------------	-------	-------	-------

Other

Other	_____	_____	_____
-------	-------	-------	-------

5. Check solutions which you think would help alleviate problems relating to LES/NES employees:

1. VESL instruction to aid employees in understanding
and completing specific forms

2. VESL instruction relating to specific job duties

3. VESL instruction with heavy emphasis on oral communication

4. VESL instruction with emphasis on basic reading and writing
skills

5. Other

6. Check the organizational set-up which would best accommodate your LES/NES employees.

Format:

Two 2- hour sessions per week _____

Three 2-hour sessions per week _____

Two 3-hour sessions per week _____

Other _____

Time slots:

Morning _____

Early afternoon _____

Late afternoon _____

Evening _____

APPENDIX C

FREMONT UNION HIGH SCHOOL DISTRICT
ADULT EDUCATION
PROCEDURES FOR ESTABLISHING CLASSES

Procedures for Establishing On-Site Vocational ESL Classes in Industry

This memo is to clarify your responsibilities in working with Fremont Union Adult Education to implement ESL classes at your company. The only paperwork required of you is completing the needs assessment forms, and compiling a list of the students who will participate in the program, and completing student evaluation forms at the end of the course. We would like to facilitate your participation in any way possible.

1. Fill out and return needs assessments to Adult Education Center at least one week before the scheduled start-up date.
2. Decide on class time, suitable classrooms, and start-up date.
3. Recruit minimum of 30 students, to be divided into one beginning and one intermediate class. Please contact me if you would like multi-lingual fliers or suggestions on recruiting ESL students.
4. Compile list of students to be enrolled in classes.
5. Meet with supervisors and teacher to discuss course content.
6. Decide if company or individual students will pay the charge for textbooks.
7. Begin class on scheduled date.
8. Have supervisors complete student evaluation forms at the end of the course.

Please let me know what problems you encounter, and how I can help you. Thank you for your cooperation.

Cindy Wilde
Vocational ESL Specialist

VOCATIONAL ESL COURSE EVALUATION

NAME: _____

POSITION: _____

COMPANY: _____

In order to improve our Vocational ESL program, we need to determine in what ways this course met the needs of your employees, and what problems you encountered. Any input you can give will really be appreciated. Please complete the form and return it to:

Cindy Wilde, VESL Project Specialist
FUHSD, Adult Division
10511 S. Tantau Ave.
Cupertino, CA. 95014

1. In what ways did this class meet the needs of your employees? What improvements have you seen?

2. Can you suggest improvements or point out problems which exist in the following areas:

Curriculum

Instructors

Logistics of setting up classes

3. Which of the following caused attendance problems? (Check those which caused problems.)

1. Time of day
2. Number of classes per week
3. Employees working overtime
4. Employees being laid off
5. Classes not appropriate to needs of employees
6. Transportation problems
7. Childcare problems

Comments:

VESL EMPLOYEE COURSE CRITIQUE

1. Was this a good course?
(Check one answer)

YES _____

NO _____

2. Is your English better after this course?
(Check one answer)

YES, much better _____

YES, a little better _____

NO _____

3. The teacher of this course was:
(Check one answer)

Very Good _____

Good _____

Fair _____

Poor _____

4. Did this course help you in your job at (company)?
(Check one answer)

Yes, very much _____

Yes, a little _____

No _____

5. Did the course help you with:
(Check one answer for each line)

	YES	NO
Filling out forms	—	—
Time Sheets	—	—
Pay checks	—	—
Sickness policy	—	—
Body parts	—	—
Safety policy	—	—
Evaluation	—	—
Pronunciation	—	—
How to ask questions	—	—

6. Would you feel more comfortable talking to your supervisor or trainer about a problem now? (Check one answer)

Yes _____

No _____

7. If your Supervisor asked you, would you want to try a new job? (Check one answer)

Yes _____

No _____

8. Would you like to stay in this class? (Check one answer)

Yes _____

No _____

9. Would you take this class if it were given after your work hours? (Check one answer)

Yes _____

No _____

10. Would this course help other workers at (company)? (Check one answer)

Yes _____

No _____

11. Do you have any suggestions to be added to the course?

TO: _____

DATE: _____

FROM: _____

SUBJECT: Vocational ESL Evaluation

_____ has successfully completed _____ weeks of instruction in Vocational English at a Second Language at _____. The aim of this course was to improve his/her ability to function successfully in an English speaking work environment. We need to know if this course is meeting the needs of employees and would appreciate some feedback from you as to whether or not you have noticed an improvement in _____'s English language skills.

Since this information may be confidential, we do not need to know the name of the employee you are evaluating. Please detach the lower portion of this form and return to _____ by _____. Thank you for your cooperation.

----- (please tear here) -----

SKILL	IMPROVEMENT ('S)			
	Much	Some	No	N/A
1. Completing work related forms	_____	_____	_____	_____
2. Understanding work instructions	_____	_____	_____	_____
3. Reporting problems	_____	_____	_____	_____
4. Asking for clarification	_____	_____	_____	_____
5. Following safety rules and practices	_____	_____	_____	_____
6. Overall communication pattern	_____	_____	_____	_____

Comments: _____

On a scale of 1 - 5, what is the probability that this employee will receive a promotion within the next 6 months?

No probability

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5.

Will certainly be promoted

Will the employee's ability in English be a factor in determining whether or not he/she is promoted? _____

Comments: _____

APPENDIX E

ADVISORY COMMITTEE QUESTIONNAIRE

TO: VESL Advisory Committee
FROM: Cindy Wilde, VESL Specialist
DATE: January 15, 1981

Part of the role of this advisory committee is to comment on problems and solutions you have encountered in dealing with Limited English speaking employees. I would like you to jot down ideas about the following three questions so that we can discuss these topics at our next meeting.

1. What problems have you experienced in setting up a VESL program at your company? (Scheduling, management-supervisor cooperation, enrolling students.) What suggestions can you give on dealing with these problems?
2. How have you recruited students for VESL classes? What incentives have you used? How have you dealt with problems such as overtime and transportation?
3. How is this program benefiting your employees? Have improved English skills led to better employee relations? improvements at work? promotions? (I realize you may not be able to answer this question at present, but would like you to keep it in mind as a long-term question.)

APPENDIX F

RESOURCE LIST

California VESL Resource Directory. San Francisco, CA:
Chinatown Resource Development Center

A comprehensive directory of materials available in pre-vocational and vocation specific ESL. Also includes a listing of programs in California offering VESL.

Galvan, Mary. Planning the Language Component - Bilingual Vocational.
607 Spurlock Valley Drive, Austin, TX 78746.

This paper describes in detail the process of planning a vocation specific language component.

Jupp, T.C., and Susan Hodlin. Industrial English. New York:
Heinemann Educational Books

Provides a systematic approach to teaching language functions, particularly in on-site VESL programs. Contains a discussion of principles and methods plus about 200 graded language teaching items. Invaluable for VESL curriculum designers.

Mackay, Ronald and Alan Mountford. English for Specific Purposes.
New York: Longman

A collection of papers which relate the theory and principles of functional language teaching to developing materials for specific environments. Contains several valuable models for VESL curriculum development.

Munby, John. Communicative Syllabus Design. New York: Cambridge University Press.

An academic approach to needs assessment. Details an interview system designed to ascertain the communication needs of each individual student. The format is a bit complex to be implemented in most VESL situations, but it is adaptable. This is a very important reference for needs assessment.

Savage, K. Lynn, Ellen Lai-Shan Yeung, and Mamie How. English That Works.
Palo Alto, CA: Scott Foresman.

A Prevocational ESL text which focuses on language skills and cultural information for entry-level employment. Parts of the text can be adopted for VESL classes at the work site. An excellent model for developing VESL curriculum.

Van Ek, J. A. The Threshold Level. New York: Longman.

Provides language components to be plugged in to the functions identified as communication needs. Very useful in conjunction with Munby's Communicative Syllabus Design. Munby provides the framework for identifying language needs, and Van Ek provides the language components specific to those needs.

Vocational ESL Master/Plan. San Francisco community College District
Community College Centers

A curriculum guide for VESL. Provides language objectives and nonverbal/cultural objectives for getting a job, holding a job, and moving ahead.

VESL Materials Development.

A number of programs are developing VESL materials for their own use. Some of these materials are in the early stages of development; others have been in use by a program for some time. Information about their availability can be directed to the program itself.

Anna Hargreaves - NCILT - 1629-1/2 Francisco St., Berkeley, CA 94730

The National Centre for Industrial Language Training has developed a British model of on-site VESL in industry. Anna Hargreaves, an industrial English instructor, represents NCILT in California.

David Hemphill - Chinatown Resources Development Center - 615 Grant Av-4th Floor, San Francisco, CA 94108

Developing prevocational and vocational materials for clerical and a variety of other occupations.

Nick Kremer - Valley Vocational Center - 15359 E. Proctor Av - City of Industry, CA. 91744

Developing vocation specific ESL materials in entry-level occupations such as auto mechanics, welding, upholstery, body and fender, respiratory therapy, and business communication.

Deena Levine - Intercultural Research Institute - PO Box A-D - Stanford, CA 94305

Developing cross-cultural communication materials designed for supervisors of LEP employees.

Jim Martios - IRAP - Long Beach City College - 103 E Pacific Coast Hwy -
Long Beach, CA. 90806

Program offers ESL classes with emphasis on vocational English, vocational training, counseling and job placement. Curriculum has been identified or developed for at least nine different occupations.

Toni Thomas - San Diego Community College District - 1425 Russ Bl -
San Diego, CA 92101

Program includes occupation - specific VESL in electronics and welding.

Gustavo Valadez - Evergreen Valley College - 3095 Yerba Buena Rd -
San Jose, CA 95121

Identifying and developing vocation specific VESL materials for automotive technology, drafting, nursing, welding, computer programming and other occupations.

Betty Wilkinson - Indochinese Bilingual Electronics Program -
San Francisco Comm. College

Curriculum has been developed for electronics VESL. Also occupation specific staff training materials have been developed.